



# ARTS & HUMANITIES NEWS



KENTUCKY DEPARTMENT OF EDUCATION

## ED Releases New Report on Arts Education in U.S. Public Schools

On April 2, the National Center for Education Statistics (NCES), part of the U.S. Department of Education, [released the findings](#) of the first nationwide arts survey in a decade that comprehensively documents the state of arts education in U.S. public schools.

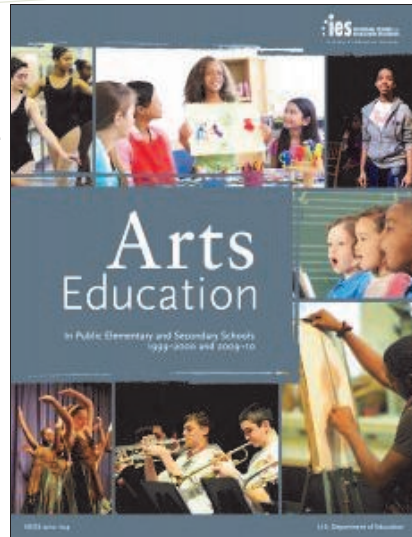
At the announcement, Secretary Arne Duncan pointed to the importance of the report because it allows us to compare changes in arts education over time, and it's the first survey that enables us to get a clear sense of how the No Child Left Behind (NCLB) law has affected arts education.

"It's a good news, bad news story," according to Duncan. On one hand, there have not been significant national declines in the availability of music and visual arts instruction in elementary and secondary schools. However, for theater and dance in elementary schools, the percentages of schools making these art forms available went from

20 percent 10 years ago to only 4 and 3 percent, respectively, in the 2009-10 school year. In addition, at more than 40 percent of secondary schools, coursework in arts was not required for graduation in the 2009-10 school year.

Most troubling is an "equity gap" between the availability of arts instruction as well as the richness of course offerings for students in low-poverty schools compared to those in high-poverty schools, leading students who are economically disadvantaged to not get the enrichment experiences of affluent students.

The Department of Education is tackling this equity gap by allow-



ing states [flexibility under NCLB](#), and through a competitive priority for the arts and humanities in the [Promise Neighborhood](#) competition.

"A well-rounded education is simply too vital to our students' success to let the teaching of the arts and humanities erode," Duncan concluded at the announcement.

*Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10* is a product of the National Center for Education Statistics at the Institute of Education Sciences.

To view the full report please [visit here](#), and [click here](#) to read Duncan's prepared remarks.

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## ArtsEdSearch Released

*ArtsEdSearch* is a project of the Arts Education Partnership (AEP) and builds on *Critical Links: Learning in the Arts and Student Academic and Social Development*, a compendium of research that AEP published in 2002 exploring the impact of arts education on student success in school, life and work.

*Critical Links* identified a range of outcomes of arts learning — including students' development of skills for creative thinking, problem solving, communication, and collaboration — which are of central interest today, not only to the arts education field, but more broadly to education policymakers and leaders concerned with preparing students to succeed in the changing contexts of the 21st century.

AEP has developed *ArtsEdSearch* as a resource for policymakers and education stakeholders and leaders to better understand and articulate the role that arts education can play in meeting this challenge. *ArtsEdSearch* is designed to be an interactive, living resource that will grow and evolve along with arts and education research and practice.

### What Is (and Is Not) Included in *ArtsEdSearch*

*ArtsEdSearch* currently includes summaries of close to 200 research studies, syntheses of the major findings of these studies and implications of the collected research for educational policy. For further information on how to access the information in

*ArtsEdSearch*, please [click here](#).

### *ArtsEdSearch*

does not include research studies about how to teach the arts well or about how to assess student content knowledge and technical skill in the arts. These topics are of great importance to ensuring that students receive a high-quality arts education and are the subject of other clearinghouses devoted to research on teaching and learning within particular arts disciplines.

*ArtsEdSearch* instead focuses on research examining how education in the arts — in both discrete arts classes and integrated arts lessons — affects students' cognitive, personal, social and civic development and how the integration of the arts into the school curriculum affects student learning and educators' instructional practice and engagement in the teaching profession.

*ArtsEdSearch* acknowledges that through arts education, students not only develop the technical capacity to create, perform and respond to works of art, but also learn about and engage the arts as media for individual and collective expression, communication, connection and for bringing into the world something that did not previously exist. The studies collected in *ArtsEdSearch* primarily examine outcomes of these and related facets of learning in and through the arts. Whether considered intrinsic to the arts or extrinsic to the arts, *ArtsEdSearch* acknowledges such outcomes as an im-



portant part of the enduring role that the arts play in schools and societies and includes studies that explore their ramifications for student success in school, life and work.

### Development of *ArtsEdSearch*

The development of *ArtsEdSearch* was guided by a working group of experts in education research and policy and is supported by funding from the U. S. Department of Education, the National Endowment for the Arts, the Ford Foundation and the Wallace Foundation.

AEP staff and consultants, including teams of scholars across the country, identify research for inclusion in *ArtsEdSearch* through ongoing reviews of the existing research literature. To be included, all studies must meet a set of criteria for excellent research developed in consultation with the American Educational Research Association (AERA) and the American Evaluation Association (AEA). Studies meeting the criteria are summarized in a user-friendly manner, with jargon either replaced or clearly defined, so that all the research is accessible to a general audience. AEP staff and consultants develop implications for policy based on the collected research in collaboration with experts in arts and education policy.

# NEA Welcomes New Director of Arts Education

In 2011, the National Endowment for the Arts (NEA) awarded more than \$13 million in funding through its arts education program. Beginning on July 2, that significant level of support will be guided by Ayanna Hudson, the agency's new director of arts education. Hudson joins the NEA from the Los Angeles County Arts Commission where she led the commission's lauded Arts for All regional collaborative designed to return arts to the core curriculum. NEA Chairman Rocco Landesman made the announcement April 12 at the Arts Education Partnership national forum in Washington, D.C.

"I am pleased to welcome Ayanna Hudson to the National Endowment for the Arts," said Landesman. "Ayanna has built and led an extraordinary program at the Los Angeles County Arts Commission. That pioneering work will be a tremendous asset to the NEA as we seek to strengthen our investment in the creative lives of our nation's young people."

The NEA's arts education program supports projects that provide children and youth with opportunities to gain knowledge and skills in the arts both in and outside the classroom. Funding also supports professional development for teachers, teaching artists and other education providers. Hudson will be responsible for managing all stages of the grant making process including convening the panels that review applications, working with national service organiza-



Photo by Gregory Gilmer

tions on policy initiatives, and serving as the spokesperson for arts education at the federal level.

"I have a profound belief in the mission of the National Endowment for the Arts and I am deeply honored to serve the agency and the residents of the United States in this capacity," said Hudson. "It is with passion and enthusiasm that I join the team at the NEA and I look forward to spearheading strategic efforts to impact the lives of millions of youth through the arts."

Since September 2001, Hudson has been the director of arts education with the Los Angeles County Arts Commission. She developed and led the implementation of Arts for All, ensuring equitable access to arts education for 1.6 million students in the county's 81 school districts, the largest educational system in the country. Arts for All was cited in 2008 by the RAND Corporation as among the top three collaborations nationwide in its

study *Revitalizing Arts Education through Community-wide Coordination*. Last year, Arts for All received the 2011 Arts Education Award from the national service organization Americans for the Arts.

During Hudson's tenure, the number of school districts instituting arts education policies and long-range plans increased from 1 to 50, or 62 percent of Los Angeles County school districts. Also, she oversaw training in the California Visual and Performing Arts Standards and best practices in arts education for 400 arts organizations and teaching artists.

Hudson is a sought-after expert in arts education, having testified before the U.S. House of Representative's Labor, Health and Human Services, Education and Related Agencies Subcommittee and the Aspen Institute's Blue Ribbon Committee on the impact of No Child Left Behind.

Prior to her work in Los Angeles, Hudson was the program manager for the School Arts Program at the Fulton County Department of Arts and Culture in Atlanta, Georgia. She has a B.A. in psychology from Spelman College and a specialized master's degree in education in risk and prevention from Harvard University.

Ayanna Hudson replaces Sarah Cunningham, who left the agency in July 2011 and is now executive director of research at the School of the Arts for Virginia Commonwealth University.



# From the Kentucky Arts council



## Artist Residency Grants

The Kentucky Arts Council (KAC) has awarded \$11,340 in Teacher Initiated Program (TIP) grants to support 21 weeks of short-term artist residencies during the fall of 2012. These grants give professional artists an opportunity to demonstrate their art forms and provide students and teachers hands-on experiences in making art. Artists also collaborate with teachers to design innovative programs that incorporate art across the curriculum after the residency is completed.

Residencies vary widely, depending on the teacher's goals and the artist or artists hired for the residency. This group of residencies includes explorations of cultural traditions, relationships between art and business, media arts, storytelling and theater.

"The Kentucky Arts Council strongly supports arts in education," says Lori Meadows, executive director of the Kentucky Arts Council. "The Teacher Initiated Program has enhanced the learning experience for students in schools across the Commonwealth for many years. We are fortunate to be able to continue this valuable arts education program."

The grant amounts are based on the length of the residencies, which can be for one to four weeks. The grant awards are \$540, \$1,080, \$1,620 and \$2,160, respectively. The schools select artists from the

KAC's Teaching Artists Directory, which is available at <http://bit.ly/teachingartists>.

### TIP Awards:

#### • Butler County

North Butler Elementary  
Project: Connecting Literature and the Arts  
Teacher: Kassie Decker  
Artist: Jesse Sims  
Award: \$1,620

#### • Clay County

Clay County Middle  
Project: Appalachian arts and crafts as business  
Teacher: Marsha Garrison  
Artists: Dianne Simpson and Judy Sizemore  
Award: \$1,080

#### • Erlanger-Elsmere Independent

Tichenor Middle  
Project: Fiber Arts  
Teacher: Scott Fairchild  
Artist: Pat Sturtzel  
Award: \$2,160

#### • Estill County

Estill Springs  
Project: West African Folktales in Motion  
Teacher: Jessica Mullins  
Artists: Yolantha Harrison-Pace and Judy Sizemore  
Award: \$1,080

West Irvine Elementary  
Project: Songs and Stories  
Teacher: Teresa Miller  
Artists: Mitch Barrett and Judy Sizemore  
Award: \$1,080

#### • Hart County

Memorial Elementary

Project: Discovering Drama: Looking at Ourselves Through Theater  
Teacher: Sarah Vetter  
Artist: Kathi E.B. Ellis  
Award: \$1,080

Memorial Elementary  
Project: West African Rhythm Movement and Sound  
Teacher: Timothy Butler  
Artist: Yolantha Harrison-Pace  
Award: \$540

#### • Lincoln County

Crab Orchard Elementary  
Project: Exploring Scarcity and Socioeconomic Choices Through Role Drama  
Teacher: Ellen Owens  
Artist: Susan Pope  
Award: \$540

#### • Our Lady of the Mountains School

Project: Travels with Jack: Jack Tales in Different Cultural Contexts  
Teacher: Christy Terry  
Artist: Octavia Sexton  
Award: \$540

#### • Pulaski County

Northern Middle  
Project: Stop Animation "The Northern Way To Be"  
Teacher: Meredith Braun  
Artist: Ruben Moreno  
Award: \$1,620

The next application deadline is Oct. 15, for residencies occurring in the spring of 2013.

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## From KAC

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### TranspARTation Grant Awards

The KAC is helping students from across the state attend events and performances at Kentucky arts venues. Funding through the arts council's newly established TranspARTation grant covers transportation costs. Arts venues were selected to participate after a rigorous review of their educational arts programming and their ability to provide supplemental materials to teachers.

TranspARTation grants were awarded to:

- Farmington Elementary, Graves County; traveling to the Carson Center, McCracken

County

- North Washington Elementary, Washington County; traveling to Explorium of Lexington, Fayette County
- Sedalia Elementary, Graves County; traveling to the Carson Center, McCracken County
- Fulton Independent School, Fulton County; traveling to the Carson Center, McCracken County
- Stinnett Elementary, Leslie County; traveling to Lexington Children's Theatre performance at the Forum at Hal Rogers Center, Perry County
- Garden Springs Elementary, Fayette County; traveling to Lexington Children's Theatre, Fayette County
- Our Lady of the Mountains School, Johnson County; traveling to Lexington Children's Theatre, Fayette County

Grants to schools will be awarded on a quarterly basis, with the next application deadline June 1. For guidelines and the application form, go to <http://artscouncil.ky.gov/Grants/TranspARTation.htm>.

For more information about the TranspARTation grant, TIP grants and other arts education programs available through the arts council, contact Rachel Allen, arts education director, at [Rachel.Allen@ky.gov](mailto:Rachel.Allen@ky.gov) or (502) 564-3757, ext. 486.

The [Kentucky Arts Council](#), the state arts agency, creates opportunities for Kentuckians to value, participate in and benefit from the arts. Kentucky Arts Council funding is provided by the Kentucky General Assembly and the National Endowment for the Arts.

## AP Studio Art Summer Institute for New Teachers at WKU

Students can't do it alone. As part of an ongoing effort to help schools meet the needs of high-ability students, the Center for Gifted Studies at [Western Kentucky University](#) offers the Advanced Placement (AP) [Summer Institute](#). The AP Summer Institute assists teachers in better understanding the demands of AP classrooms and high-ability learners. Institute consultants are experienced AP teachers who have demonstrated their ability to help other teachers prepare to teach AP classes. The AP Summer Institute is endorsed by the [College Board](#).

The AP Studio Art consultant is

Janet Siegel Rogers. Rogers has been presenting AP Studio Art and Pre AP Studio Art workshops to art educators for the past 14 years and has taught art at all levels from kindergarten through graduate studies. For more on Rogers, visit <http://www.janetsiegelrogers.com>.

[View Janet Rogers' Studio Art syllabus and letter to participants.](#)

In order for high-ability students to feel academically challenged in secondary schools, many choose to take AP courses. Success in an AP classroom is often an indicator of success in the future.

- College students who have not taken an AP course have only a 33 percent chance of completing a bachelor's degree.
  - College students who have completed one Advanced Placement course have a 59 percent chance of completing a bachelor's degree.
  - College students who have completed two or more AP courses have a 76 percent chance of completing a bachelor's degree.
- Statistics from [Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Attainment](#)

# NEA Research Report Shows Benefits of Arts Education for At-Risk Youth



National Endowment for the Arts

Washington, DC -- At-risk students who have access to the arts in or out of school also tend to have better academic results, better workforce opportunities, and more civic engagement, according to a new NEA report, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. The study reports these and other positive outcomes associated with high levels of arts exposure for youth of low socioeconomic status.

*The Arts and Achievement in At-Risk Youth* study uses four separate longitudinal studies (three from the U.S. Department of Education) to track children, teenagers and young adults who had high or low levels of arts engagement in or out of school. Those activities included coursework in music, dance, theater or the visual arts; out-of-school arts lessons; or membership, participation and leadership in arts organizations and activities, such as band or theater.

The study focuses on the potential effects of arts engagement on youth from the lowest quarter of socioeconomic status. Although most of the arts-related benefits in this report applied only to these at-risk youth, some findings also suggest benefits for youth from advantaged backgrounds.

"Arts education doesn't take place in isolation," said NEA Chairman Rocco Landesman. "It has to take place as part of an overall school and education reform strategy. This report shows that arts education has strong links with other positive educational outcomes."

## Youth Have Better Academic Outcomes, Higher Career Goals, and Are More Civically Engaged

Among the key findings:

**Better academic outcomes** -- Teenagers and young adults of low socioeconomic (SES) status who have a history of in-depth arts involvement ("high arts") show better academic outcomes than low-SES youth with less arts involvement ("low arts"). They earn better grades and have higher rates of college enrollment and attainment.

- Low-SES students who had arts-rich experiences in high school were ten percent more likely to complete a high school calculus course than low-SES students with low arts exposure (33 percent versus 23 percent).
- High-arts, low-SES students in the 8th grade were more likely to have planned to earn a bachelor's degree (74 percent) than were all students (71 percent) or low-arts, low-SES students (43 percent).

- High-arts, low-SES students were 15 percent more likely to enroll in a highly or moderately selective four-year college than low-arts, low-SES students (41 percent versus 26 percent).
- Students with access to the arts in high school were three times more likely than students who lacked those experiences to earn a bachelor's degree (17 percent versus five percent).

- When it comes to participating in extracurricular activities in high school, high-arts, low-SES students are much more likely also to take part in intramural and interscholastic sports, as well as academic honor societies, and school yearbook or newspaper -- often at nearly twice or three times the rate of low-arts, low-SES students.

### Higher career goals

There is a marked difference between the career aspirations of young adults with and without arts backgrounds.

- High-arts, low-SES college students had the highest rates of choosing a major that aligns with a professional career, such as accounting, education, nursing, or social sciences (30 percent), compared to low-arts, low-SES students (14 percent) and the overall SES sample (22 percent).

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# Arts & At-Risk Youth

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- Half of all low-SES adults with arts-rich backgrounds expected to work in a professional career (such as law, medicine, education, or management), compared to only 21 percent of low-arts, low-SES young adults.

## More civically engaged

Young adults who had intensive arts experiences in high school are more likely to show civic-minded behavior than young adults who did not, with comparatively high levels of volunteering, voting, and engagement with local or school politics. In many cases, this difference appears in both low-and high-SES groups.

- High-arts, low-SES 8th graders were more likely to read a newspaper at least once a week (73 percent) compared to low-arts, low-SES students (44 percent) and the overall SES sample (66 percent).
- High-arts, low-SES young adults reported higher volun-

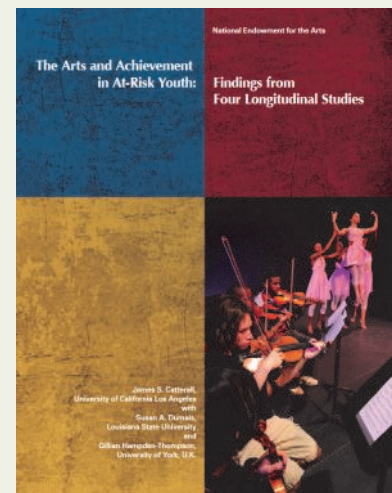
teer rates (47 percent) than the overall sample and low-arts, low-SES young adults (43 and 26 percent respectively).

- High-arts, low-SES young adults voted in the 2004 national election at a rate of 45 percent, compared to 31 percent of low-arts, low-SES young adults.

*The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* was prepared for the National Endowment for the Arts by James S. Catterall, University of California Los Angeles, with Susan A. Dumais, Louisiana State University, and Gillian Hampden-Thompson, University of York, U.K. The report is one of the NEA's latest efforts to conduct and commission research that examines evidence of the value and impact of the arts in other domains of American life, such as education, health and well-being, community livability, and economic prosperity. *The Arts and Achievement in At-Risk Youth* is available at [arts.gov](http://arts.gov).

## About the National Endowment for the Arts

The National Endowment for the Arts was established by Congress in 1965 as an independent agency of the federal government. To date, the NEA has awarded more than \$4 billion to support artistic excellence, creativity, and innovation for the benefit of individuals and communities. The NEA extends its work through partnerships with state arts agencies, local leaders, other federal agencies, and the philanthropic sector. To join the discussion on how art works, visit the NEA at [www.arts.gov](http://www.arts.gov).



(Click image for link to PDF document.)

## Fast facts from *The Arts and Achievement in At-Risk Youth*:

- Eighth graders who had high levels of arts engagement from kindergarten through elementary school showed higher test scores in science and writing than those who had lower levels of arts engagement.
- Students who took arts courses in high school achieved slightly higher GPAs in math.
- Students who had arts-rich experiences in high school showed higher overall GPAs than those who lacked arts experiences.
- High school students who earned few or no arts credits were five times more likely not to have graduated than students who earned many arts credits.
- Students who had intensive arts experiences in high school were three times more likely than students who lacked those experiences to earn a bachelor's degree. They also were more likely to earn "mostly As" in college.

# Murals Line Hallways With History at William Wells Brown

[\(as originally published on the Fayette County school district web-site\)](#)

When children at William Wells Brown Elementary (Fayette County) want to know more about local history, all they have to do now is look around the hallways where brightly colored murals illustrate significant people, places and events.



**William Wells Brown**  
William Wells Brown, the school's [namesake](#), early African-American jockey [Isaac Murphy](#) and the racing history of Lexington's East End.

Visiting artist [Alfredo Escobar](#) of Berea guided students in creating scenes about the school's 19<sup>th</sup>-century abolitionist

William



**Isaac Murphy**

Escobar also taught mini lessons to every class using the theme "Our Community Heritage," which emphasized how each youngster fits in. For instance, he reminded the kindergarteners how "... friends come in all colors." Students in grades 1-3 focused on "I am part of a family," "I am part of the neighborhood" and "I live in Lexington," respectively, and he reinforced core-content science with 4th graders and social studies with 5th graders.

"It's kept very simple, but everything's connected," he said, noting how the children drew pictures of their families, pets, homes, churches and other things that have special meaning in their lives.

About 18 4th and 5th graders with particular talent or interest in art worked together to paint the eight wall-size murals throughout the building.

One depicts Brown's link to the Underground Railroad, including quilt squares used as signposts and his dramatic play *The Escape, or A Leap for Freedom*. One mural about Murphy includes the familiar spires of Churchill Downs, his number of career wins, examples of jockey silks and a silhouette of the Lexington skyline. A life-sized image of each man appears in the foyer outside the music room and the computer lab.

In applying the students' suggestions, Escobar took the opportunity to review basic art concepts such as balance, sym-

metry, contrast and focal point. "It's a lot of practical ideas and design ideas as well," he said. Escobar also led a two-hour professional development session for teachers, in which they each colored pictures noting milestones in their lives. One included the flag of Italy, where she wants to visit someday; another featured a bricked pathway with a fork leading to an unknown future.

"You create conversation, unity, almost like a community," Escobar said of the process, in which he strung pictures together in a long, connected row.

Fifth-grade teacher Mendy Meehan and music teacher Susan Jordon secured a Teacher Initiated Program grant from the [Kentucky Arts Council](#) for Escobar's two-week residency.

"It probably exceeds my expectations. I'm pleased with how the kids are working. It brings out their talent, and it's way beyond what I thought they could do," Jordon said toward the end.

Meehan agreed. "It's building more positive culture and climate," she said. "It's building a lot of self-esteem in these kids. They're really proud of what they're doing."



A William Wells Brown Elementary student works on the portrait of Brown in the hallway mural.



Photo courtesy of Fayette County.

Artist Alfredo Escobar works with a student from William Wells Brown Elementary school.



## Summer Reading Program Supported by First Lady

Kentucky First Lady Jane Beshear has joined with the Kentucky Department of Education in supporting the Kentucky Public Libraries' Summer Reading Programs. This year's themes are "Dream Big" (early literacy and children) and "Own the Night" (teens). A letter to parents from Mrs. Beshear will be sent to schools in May encouraging families to support reading throughout the summer months. Watch and share a brief video from Mrs. Beshear at <http://tinyurl.com/summerreadingkyvideo>.

Teachers and parents are encouraged to help children use "Find a Book, Kentucky" (<http://www.lexile.com/fab/ky>) to build personal reading lists for summer reading and then locate their selections at their school



libraries or local public libraries. "Find a Book, Kentucky" uses the widely-adopted Lexile® measure to match a reader with books that will provide the right level of challenge to support reading growth. School librarians and public librarians are ready to assist children and their parents as they make summer reading selections.

A new feature this year is encouragement from the KDE to students to "**Pledge to Read**" during the summer on the "Find a Book, Kentucky" site. Look for the "Submit your summer reading pledge" icon to indicate par-

ticipation.

Find more information on the KDE's "Summer Reading" Web page: <http://tinyurl.com/KYSummerReading>. Each school's certified school librarian has additional resources to promote Summer Reading Programs.

For more information about specific activities, contests and reading events for the Summer Reading Program in your county, contact your local public library (<http://kdla.ky.gov/librarians/Pages/LibraryDirectory.aspx>).

## Changes in Kentucky Virtual Schools



KDE is transitioning from directly providing online courses offered through the [Kentucky](#)

[Virtual High School \(KVHS\)](#) to providing information and support for families and schools to utilize in their evaluation of full-time and part-time online learning options available through multiple statewide providers. Support and best practice guidance will be provided to help schools and families as they make choices regarding digital content and online courses. The result is expanded e-Learning opportunities for Kentucky students.

As KDE charts a new path for digital learning in our state, we remain committed to improving education and continuing the rigor and excellence established by the KVHS. KDE will be assisting Kentucky schools and districts to assure that their students have information on multiple options for digital learning during the 2012-13 school year.

KDE has adopted the international standards for online teachers, courses and programs from the International Association of K-12 Online Learning (iNACOL) that are research-based and reflect best practice standards for online providers and courses. Careful review of

these resources can help identify high-quality online course providers and courses.

[National Standards for Quality Online Courses, Version II, from iNACOL](#) at <http://www.inacol.org>

[Sorting through Online Learning Options: A Guide for Parents](#)

[National Standards for Quality Online Teaching](#)

For additional information, contact Senior Consultant Bob Fortney at the Kentucky Department of Education:

[bob.fortney@education.ky.gov](mailto:bob.fortney@education.ky.gov); (502) 564-4772; or (866) 432-0008, ext. 4540.

# Need to Know News



## SEADAE Seeking Student Work

The State Education Agency Directors of Arts Education (SEADAE) will begin a gallery of changing images of student artwork on its website. Please send images of student work, students in action or arts teachers in the classroom, including dance, drama, music and visual arts to KDE Arts and Humanities Consultant Robert Duncan, [robert.duncan@education.ky.gov](mailto:robert.duncan@education.ky.gov), to be forwarded to SEADAE for consideration. Make certain that all of the proper photo releases and permissions are in place and you have full rights to the image. Photos must be of high quality and resolution and show the great things that are happening in Kentucky schools on a daily basis. Out of focus, poorly lit, low-quality photos will not be considered for forwarding to SEADAE. Photos are subject to cropping and other minor edits that will not compromise the overall composition.

Questions about arts education in Kentucky? Contact the KDE Arts and Humanities Consultant  
Robert Duncan  
(502)564-2106

[robert.duncan@education.ky.gov](mailto:robert.duncan@education.ky.gov)

student learning experiences, assessments for learning, data-driven decision-making and differentiated instruction to meet individual student needs and maximize student learning growth and achievement. This technology platform supports highly-effective teaching and learning for every student, in every classroom throughout Kentucky.

If you haven't delved into CIITS or visited for a while, now is the time. You can access CIITS if you have a valid school e-mail address in Infinite Campus. Go to the CIITS website at <https://ciits.kyschools.us> and follow the prompts to receive your log-in credentials. Once you log in, there are self-directed training materials and videos on the left side of the homepage to help you get started. Don't wait any longer. Give CIITS a try today.



Kentucky's Continuous Instructional Improvement Technology System (CIITS) continues to grow and become a more powerful tool for classroom teachers. It connects and supports the Unbridled Learning work in which we are all engaged. CIITS is an integrated system that brings together implementation of new standards, engaging



KDE publishes [Kentucky Teacher](#) to communicate directly with the state's 40,000 public school teachers. The stories of this award-winning publication include news, perspectives, and practical, workable ideas for

guiding students to higher levels of achievement.

[Kentucky Teacher](#) is a professional development tool for teachers. As such, it focuses on the work of highly qualified, successful educators to improve teaching and learning in Kentucky schools.

[Kentucky Teacher](#) also focuses on items related to the Department of Education's and Kentucky Board of Education's work including Senate Bill 1, strategic plans and more.

You can read archived issues of the print edition of [Kentucky Teacher](#) on the [KDE website](#).

## AATE's 25th Anniversary 2012 National Conference

Bring your party hats as American Alliance



for Theatre Education (AATE) celebrates its 25th. Come share this milestone with AATE at its national conference in Lexington August 8-12 at the Hilton Lexington/Downtown Hotel. AATE will reflect on its past and ring in the next 25 years and beyond, serving theatre artists, educators and scholars, advancing the field, and transforming young people through theatre arts. Visit the conference website for a look at the exciting [programming](#) that is lined up for the celebration. [Registration](#) is open now until August 1.

# Need to Know News

## Stand and Be Heard National Anthem Contest



Students between the ages of 13 and 21 who sing well and are members of 4-H or FFA are eligible to participate in the *Stand and Be Heard National Anthem Singing Contest* sponsored by FMC Agricultural Products. The Grand Prize is a \$10,000 scholarship; the finalist prize is a \$5,000 scholarship. Winners also will have the opportunity to perform on TV. For more information, go to the FMC website at <http://www.fmccrop.com/grower/Anthem-Singing-Contest.aspx>.

## Spring 2012 — Fall 2013 Moratorium Dates



Each year, KDE sets a series of dates during which KDE staff and other organizations are asked to avoid being in schools and scheduling events for teachers and administrators. The dates are selected because they are extremely busy times for schools and districts. Please make every attempt to avoid being in schools and scheduling conferences and meetings as designated below:

- 2012 K-PREP Spring Testing Moratorium – (all schools, grades 3-8) K-PREP testing will occur on various dates in different districts within an April 15 to June 15 timeframe. Before scheduling a meeting or training

within a school district, make sure the event is not held involving affected staff during the local testing window.

- End of school year moratorium – May 7-June 8, 2012 (all schools)
- Beginning of school year moratorium - Month of August 2012 (all schools)
- EXPLORE (middle schools), PLAN (high schools) and 10th- and 11th-grade on-demand writing assessments (high schools) – September 17-28, 2012
- End-of-Course Exams – (high schools) Note: These tests are given at the end of courses in English II, Algebra II, Biology and U.S. History when the coursework is completed in the tested subjects. Check to see when these tests are being administered and avoid scheduling a meeting or training with affected staff during these tests.
- ACT Administration – March 5, 2013 (high schools)
- ACT Administration Make-up Day – March 19, 2013 (high schools)
- 2013 K-PREP Spring Testing Moratorium – (all schools, grades 3-8) K-PREP testing will occur on various dates in different districts within an April 15 to June 15 timeframe. Before scheduling a meeting or training within a school district, make sure the event is not held involving affected staff during the local testing window.
- End of school year moratorium – May 6-June 7, 2013 (all schools)
- Beginning of school year moratorium – Month of August 2013 (all schools)

## Unbridled Learning Accountability Model Video

Kentucky Department of Education Commissioner Terry Holaday has provided an overview of the new accountability model that may be used by administrators, teachers, parents and communities across Kentucky. This video may assist teachers and administrators in understanding how the K-PREP test results will be applied within the new system.

To view the video stream, go to [mms://video1.education.ky.gov/Accountability\\_4-12-2012](mms://video1.education.ky.gov/Accountability_4-12-2012).

## Audience Impact Study From NEA

While there are ample qualitative and anecdotal data on how people and communities are transformed by the arts, there is little research that quantifies the emotional impact of the arts. The National Endowment for the Arts (NEA) has a new literature review: [Audience Impact Study Literature Review](#), that looks at dozens of existing studies that attempt to measure the emotional impact of the arts. This review may help inform the design of a survey that will capture reliable data on this seemingly indefinable subject. The NEA is partnering with researchers from WolfBrown to develop and pilot survey instruments and protocols for a pilot study of audiences at NEA-funded events. The *Audience Impact Study Literature Review* is available at [arts.gov](http://arts.gov).



# Need to Know News

## IES Education Research Grant Program Now Accepting Applications

The Institute of Education Sciences (IES) invites applications to the newly established Researcher-Practitioner Partnerships in Education Research grant program.

IES has established the Researcher-Practitioner Partnerships in Education Research grant program (CFDA 84.305H) with the goal of seeking funding partnerships composed of research institutions and state or local education agencies. For the FY 2013 competition, these partnerships will identify an education issue with important implications for improving student achievement that is of high priority for the education agency, carry out initial data analyses regarding the education issue, and develop a plan for further research on the issue culminating in an application to one of the institute's research grant programs. For more information on application guidelines, see the IES funding opportunities page: <http://ies.ed.gov/funding/>.

## Call for Proposals for National Dance Association Pedagogy Conference

The National Dance Association's (NDA) pedagogy conference entitled *Dancing for Health and Wellness: Empowering Communities to Move and Live Healthy Lives through Dance* will be held August 2-4 at Norfolk State University in Norfolk, Va. Proposals are being accept-

ed until Friday, May 18.

Conference sessions will include new ways of learning and teaching about dance and health, including scholarship/learning, researching and writing about dance, health, and movement. The following types of sessions may be presented:

More information about the conference, including proposal submission details, can be found [here](#) on the conference website.

## Call for Submissions for Special Edition of Harvard Educational Review

The Harvard Educational Review (HER) is now accepting stories from children, youth and adult arts learners for its upcoming special issue *Expanding Our Vision for the Arts in Education*.

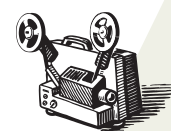
This special issue intends to push beyond traditional understandings of arts teaching and learning to consider how education in and through the arts best suits today's sophisticated learners. It will bring together the voices of practitioners, researchers and youth who engage in innovative arts learning, to provide a launch-pad for ideas that will push the boundaries of what arts education looks like (or may look like) in our current educational system. As part of this project, HER is looking for stories from children, youth and adult arts learners that address the question: How have the arts "expanded your vision?"

More information about this spe-

cial issue, including the types of submissions sought, can be found [here](#) on the HER website. The deadline for submissions is Friday, June 1.

## Make Silent Film

The Renaissance Education Department announces its collaboration with the International Youth Silent Film Festival. This competition is a chance for filmmakers under the age of 20 to create a modern version of silent film, see it on the big screen with live accompaniment and win cash prizes up to \$1000.



Interested filmmakers from the Mid West Region (Ohio, Indiana, **Kentucky**, Michigan, Pennsylvania and Tennessee) can submit their original footage for judging in 2012, which will take place in Portland, Ore. Winners of the Mid West Regionals will then be eligible for inclusion in the International Awards Screening and Ceremony to be held on June 7 at the Hollywood Theatre in Portland, Ore.

The 2012 International Youth Silent Film Festival is open to all filmmakers aged 20 or younger as of April 15. Filmmakers must use pre-recorded music for their films and can choose from six themes: Slapstick, Action, Horror, Mystery, Romance and Sci-Fi. For more information on the festival and submission guidelines, visit [www.makesilentfilm.com](http://www.makesilentfilm.com) or contact the organizers at [info@makesilentfilm.com](mailto:info@makesilentfilm.com).

